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# Relationship Between Parenting Self Efficacy and Subjective Well Being of Mothers with ADHD Children in Surabaya Indonesia

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**Abstract:** Every mother wants to provide the best for her child. For mothers of children with Attention-Deficit/Hyperactivity Disorder (ADHD), the daily journey of parenting is often filled with challenges. The purpose of this study was to explore the relationship between Parenting Self-efficacy (PSE) and Subjective Well-Being (SWB) among mothers of ADHD children currently attending Alejo School in Surabaya. This cross-sectional study involved 40 mothers who were selected using purposive sampling technique. Correlation analysis was conducted using Pearson's product-moment correlation method. SWB was measured using Satisfaction with Life Scale (SWLS) from Diener et al. (1985) and Positive Affect Negative Affect Scale (PANAS) from Watson et al. (1988) while Parenting Self-Efficacy (PSE) was measured using Self Efficacy for Parenting Task Index (SEPTI) from Coleman & Karraker, (2003). The results showed that there was a significant positive relationship between the five aspects of PSE with Satisfaction with Life Scale ($r = 0.488 – 0.653$, $p<.001$) and Positive Affect ($r = 0.722 – 0.842$, $p<.001$), as well as a significant negative relationship with Negative Affect ($r = -0.476 – -0.782$, $p<.001$) of mothers who had ADHD children. This research is expected to provide a deeper understanding of the importance of PSE in influencing the SWB of mothers who have children with ADHD.

**Keywords**: Mothers with ADHD Children, Parenting Self Efficacy, Subjective Well Being

## A. Introduction

The role of parents in accompanying children with special needs in Indonesia is generally carried out by mothers because Indonesian culture still emphasizes strong patriarchal values where the male figure is seen as the only one, the central ruler, and everything (Agustina et al., 2025) This is what drives the assumption about the ideal role of a wife, including taking care of the household, supporting her husband's career, the wife must obey her husband and must act as a mother for her children.

Mothers are the most dominant figures in managing household affairs and raising children, so the demands of the mother's role in raising children are heavier than those of fathers (Sutrisno, 2024) This condition has the potential to cause increasingly strong physical and mental fatigue. This fatigue is increasingly felt when mothers have to accompany children with special conditions such as ADHD which require extra attention. Children with ADHD experience neurodevelopmental disorders that begin to appear in childhood, this is due to developmental disorders in the Pre-Frontal Cortex (PFC) area which affect Executive Function (EF) (Lambek et al., 2010) Research by Corcoran et al., (2016) confirms that parents struggle with the emotional burden of caring for children with ADHD and managing hyperactive, impulsive, and negligent behavior.

SWB is a cognitive assessment that individuals make about their lives as a whole, including life satisfaction and feelings towards specific roles such as work and family (Diener, 2000). SWB also includes emotional experiences in the form of pleasant or unpleasant moods in certain situations and times (Diener & Seligman, 2002). Andayani et al. (2021) explained that individuals with high SWB tend to feel satisfied with life and often experience happiness, while individuals with low SWB tend to feel dissatisfied with life, rarely feel happy, and often experience unpleasant emotions such as sadness or anger.

SWB research in Indonesia has been conducted on mothers of children with special needs, including research involving mothers and fathers of children with ADHD Hapsari et al. (2020); mothers of children with Intellectual Disabilities (Shafanisa et al., 2017) children with Mental Retardation (Rinaldi & Retnowati, 2016); children with special needs in general (Hasanah et al., 2019; Nurlaela, 2016); children with hearing impairments such as Deafness (Negeri, 2016); children with special diseases such as thalassemia (Pertiwi & Maryatmi, 2019); children with chromosomal abnormalities such as Down Syndrome (Fatima & Suhail, 2020; Khoiriyah et al., 2016); and children with mental retardation (Murisal & Hasanah, 2017; Ratnasari & Sumiati, 2018).

From various studies, it was found that the SWB of mothers who have children with ADHD is influenced by several factors. One factor that has an influence but has not been widely studied is Parenting Self-Efficacy (PSE). As expressed by Hasanah et al. (2019), subjective well-being can be achieved by someone if they have self-confidence in themselves and their ability to succeed in various tasks, which in psychological terms is known as "self-efficacy" (Bandura, 1977). In the context of parenting, parents' self-assessment of the ability to carry out the role of parents and has been shown to contribute positively to both child development and parental well-being (Coleman & Karraker, 2000). This belief is then termed as Parenting Self-Efficacy (PSE).

PSE refers to the feelings of confidence, perception, and belief in the abilities and competence of parents, especially mothers, in their ability to raise children, which will ultimately affect the way mothers in carrying their responsibility and role as parents

and implementing good parenting patterns for children (Mash & Johnston, 1990). Fahmy & Ilham (2017) also emphasizes that higher levels of PSE will ultimately contribute to the child's success and development. In this context, parenting patterns for children with ADHD are considered a challenge for mothers. However, this view can be interpreted as a positive action that changes the mother's perspective on the situation, where challenges are not obstacles, but opportunities for development. This directs mothers to overcome challenges without giving up on completing their tasks.

While prior studies have examined SWB in parents of children with disabilities, few have focused on PSE in mothers of ADHD children in Indonesia. In this study, the main objective was to see the relationship between Subjective Well-Being (SWB) and Parenting Self-Efficacy (PSE) in mothers who have children with ADHD. We hypothesized that higher PSE would predict greater SWB among mothers of ADHD children.

## B. Methods

This study has received an ethical approval from the Institutional Review Board of University of 45 Surabaya. Informed consent was obtained from all participants prior to their inclusion in the study. A purposive sampling technique was employed to recruit to select 40mothers, aged between 25 and 50 years, who cared for children with ADHD in Surabaya as research subjects, with various work backgrounds such as housewives, private employees, and civil servants. Participants in this study were specifically based on the criteria as mothers with children identified as having ADHD symptoms.

SWB in this study was measured using a measuring instrument adapted from Akhtar (2019). Alpha reliability analysis from Akhtar's (2019) study showed satisfactory results, with Cronbach's α values of 0.828 for the life satisfaction dimension, 0.861 for the Positive Affect (PA) dimension, and 0.853 for the Negative Affect (NA) dimension. This measuring instrument is an adaptation of The Satisfaction with Life Scale (SWLS) (Diener et al., 1985) and Positive Affect Negative Affect Scale (PANAS) (Watson et al., 1988), which are used to measure the cognitive components of life satisfaction and cognitive components. affective behavior in mothers caring for children with ADHD. Furthermore, Parenting Self-Efficacy (PSE) which is measured by the Self Efficacy for Parenting Task Index (SEPTI) uses an adaptation of a measuring instrument from Fahmy & Ilham (2017) based on categories from Coleman & Karraker (2003) on SEPTI-TS. SEPTI showed high reliability ($\alpha = 0.93$), and high validity ($r = 0.35 – 0.73$) respectively. Five aspects of PSE involve the mother's perception of her competence, namely: emotional availability, nurturing, protection from harm and injury, discipline and limit setting, play, and teaching.

The data collection method in this study was conducted cross-sectionally through an

online survey using the Google Form application. The time period for filling out the Google Form by participants was limited to 3 days (March 23-25, 2025). Furthermore, the collected data were analyzed using the Pearson product-moment correlation method using the Jamovi Version 2.6.26 tool.

## C. Results and Discussion

### Respondent Profile

1. Mother's Age

**Table 1. Descriptive Statistics of Maternal Age (N = 40)**

| | N | Min | Max | Means | std. Deviation |
|---|---|---|---|---|---|
| Mother's Age | 40 | 25 | 50 | 36.83 | 6.193 |
| Valid N (listwise) | 40 | | | | |

The data of the 40 mothers' ages who were respondents in this study varied between 25 and 50 years. The average age of the mothers was 36.83 years with a standard deviation of 6.193. The standard deviation value of 6.193 indicates that most mothers' ages are in the range of ±6.193 years from the average of 36.83 years.

2. Age of Children Identified with ADHD

**Table 2. Descriptive Statistics of Age of Children Identified with ADHD (N = 40)**

| | N | Min | Max | Means | std. Deviation |
|---|---|---|---|---|---|
| ADHD Since Age | 40 | 1 | 9 | 3.125 | 1.5222 |
| Valid N (listwise) | 40 | | | | |

The age of children identified with ADHD ranged from 1to 9 years, with a mean age of 3.125 years and a standard deviation of 1.5222. The standard deviation value of 1.5222 indicates that the age of children with ADHD tends to have a fairly large age variation from the mean of 3.125 years.

3. Mother's Job

**Table 3. Distribution of Mother's Occupation (N = 40)**

| Work | Frequency | % | Validity% | Cumulative% |
|---|---|---|---|---|
| Self-employed | 4 | 10 | 10 | 10 |
| Housewife | 25 | 62.5 | 62.5 | 72.5 |
| Private Employees | 9 | 22.5 | 22.5 | 95 |
| Government Employees | 2 | 5 | 5 | 100 |
| Total | 40 | 100 | 100 | |

As shown in Figure 1, 62.5% of participants were housewives, followed by private employees (22.5%), self-employed (10.0%), and civil servants (5.0%).

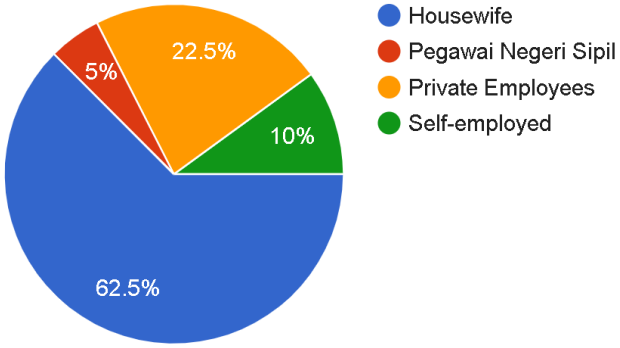


**Figure 1. Mother's Occupation**

4. Factors Affecting Life Satisfaction

As shown in Figure 2, the majority of respondents (92.5%) stated that life satisfaction comes from family. Other factors are health (75.0%), free time (57.5%), environment (55.0%), finance (55.0%), being a housewife (50.0%), work (45.0%), and success (42.5%).

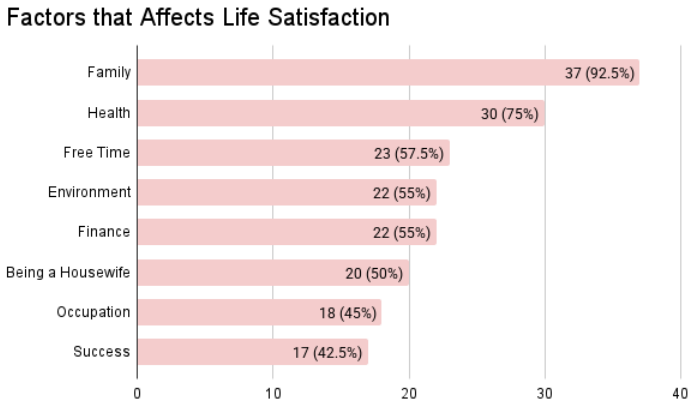


**Figure 2. Factors Influencing Life Satisfaction**

5. Problems in Parenting

**Table 4. Distribution of Problems in Parenting**

| Problem | Frequency | % | Validity% | Cumulative % |
|---|---|---|---|---|
| Don't understand how to give the right response | 11 | 27.5 | 27.5 | 27.5 |
| Don't understand your child's mood | 16 | 40 | 40 | 67.5 |
| Not always there for the child | 10 | 25 | 25 | 92.5 |
| Not providing rules and discipline | 3 | 7.5 | 7.5 | 100 |
| Total | 40 | 100 | 100 | |

As shown in Figure 3, the most common reported problem faced by respondents in raising children is not understanding the child's mood (40.0%). Other problems such as; not always being there (25.0%), they do not understand how to give the right response (27.5%), and do not provide rules and discipline (7.5%).

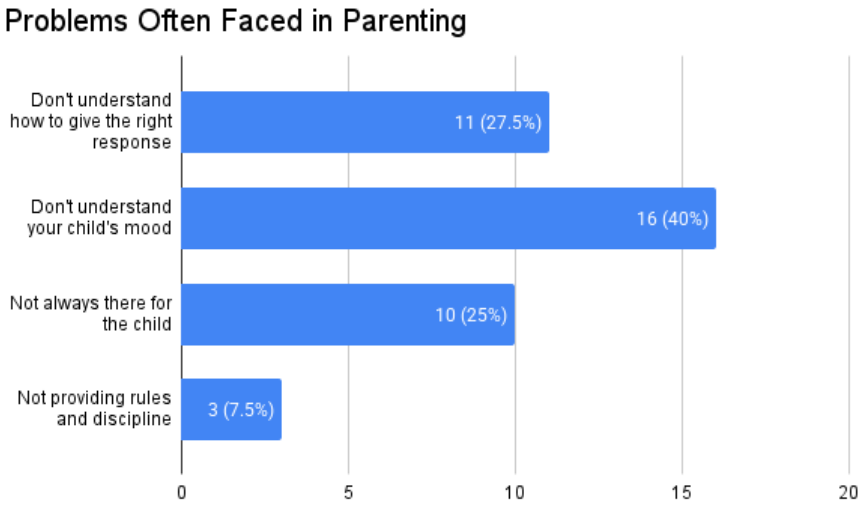


**Figure 3. Problems in Parenting**

### Hypothesis Test and Results

In this analysis, correlation was used to test the influence of PSE through emotional availability, nurturing, protection from harm and injury, discipline and limit setting, play, and teaching about SWB on mothers who have children with ADHD. The results of the correlation test are shown in Table 5.

**Table 5. Correlation Test Results**

**Correlation Matrix**

| | | SWLS | PA | NA | DIS | ACH | REC | NUR | HEA |
|---|---|---|---|---|---|---|---|---|---|
| SWLS | Pearson's r | — | | | | | | | |
| | df | — | | | | | | | |
| | p-value | — | | | | | | | |
| | Spearman's rho | — | | | | | | | |
| | df | — | | | | | | | |
| | p-value | — | | | | | | | |
| | N | — | | | | | | | |
| PA | Pearson's r | 0.685*** | — | | | | | | |
| | df | 38 | — | | | | | | |
| | p-value | <.001 | — | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Spearman's rho | 0.681*** | — | | | | | |
| | df | 38 | — | | | | | |
| | p-value | <.001 | — | | | | | |
| | N | 40 | — | | | | | |
| NA | Pearson's r | -0.675*** | -0.693*** | — | | | | |
| | df | 38 | 38 | — | | | | |
| | p-value | <.001 | <.001 | — | | | | |
| | Spearman's rho | -0.665*** | -0.756*** | — | | | | |
| | df | 38 | 38 | — | | | | |
| | p-value | <.001 | <.001 | — | | | | |
| | N | 40 | 40 | — | | | | |
| DIS | Pearson's r | 0.653*** | 0.772*** | -0.782*** | — | | | |
| | df | 38 | 38 | 38 | — | | | |
| | p-value | <.001 | <.001 | <.001 | — | | | |
| | Spearman's rho | 0.645*** | 0.807*** | -0.757*** | — | | | |
| | df | 38 | 38 | 38 | — | | | |
| | p-value | <.001 | <.001 | <.001 | — | | | |
| | N | 40 | 40 | 40 | — | | | |
| ACH | Pearson's r | 0.636*** | 0.842*** | -0.592*** | 0.692*** | — | | |
| | df | 38 | 38 | 38 | 38 | — | | |
| | p-value | <.001 | <.001 | <.001 | <.001 | — | | |
| | Spearman's rho | 0.632*** | 0.829*** | -0.673*** | 0.753*** | — | | |
| | df | 38 | 38 | 38 | 38 | — | | |
| | p-value | <.001 | <.001 | <.001 | <.001 | — | | |
| | N | 40 | 40 | 40 | 40 | — | | |
| REC | Pearson's r | 0.488** | 0.768*** | -0.602*** | 0.655*** | 0.682*** | — | |
| | df | 38 | 38 | 38 | 38 | 38 | — | |
| | p-value | 0.001 | <.001 | <.001 | <.001 | <.001 | — | |
| | Spearman's rho | 0.485** | 0.784*** | -0.630*** | 0.710*** | 0.757*** | — | |
| | df | 38 | 38 | 38 | 38 | 38 | — | |
| | p-value | 0.001 | <.001 | <.001 | <.001 | <.001 | — | |
| | N | 40 | 40 | 40 | 40 | 40 | — | |
| NUR | Pearson's r | 0.503*** | 0.818*** | -0.510*** | 0.699*** | 0.838*** | 0.747*** | — |
| | df | 38 | 38 | 38 | 38 | 38 | 38 | — |
| | p-value | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | — |
| | Spearman's rho | 0.473** | 0.749*** | -0.620*** | 0.733*** | 0.795*** | 0.792*** | — |
| | df | 38 | 38 | 38 | 38 | 38 | 38 | — |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | p-value | 0.002 | <.001 | <.001 | <.001 | <.001 | <.001 | — | |
| | N | 40 | 40 | 40 | 40 | 40 | 40 | — | |
| HEA | Pearson's r | 0.555*** | 0.761*** | -0.476** | 0.600*** | 0.748*** | 0.758*** | 0.830*** | — |
| | df | 38 | 38 | 38 | 38 | 38 | 38 | 38 | — |
| | p-value | <.001 | <.001 | 0.002 | <.001 | <.001 | <.001 | <.001 | — |
| | Spearman's rho | 0.546*** | 0.681*** | -0.640*** | 0.735*** | 0.755*** | 0.807*** | 0.755*** | — |
| | df | 38 | 38 | 38 | 38 | 38 | 38 | 38 | — |
| | p-value | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | — |
| | N | 40 | 40 | 40 | 40 | 40 | 40 | 40 | — |

Note. * p < .05, ** p < .01, *** p < .001

**Correlation Plot**

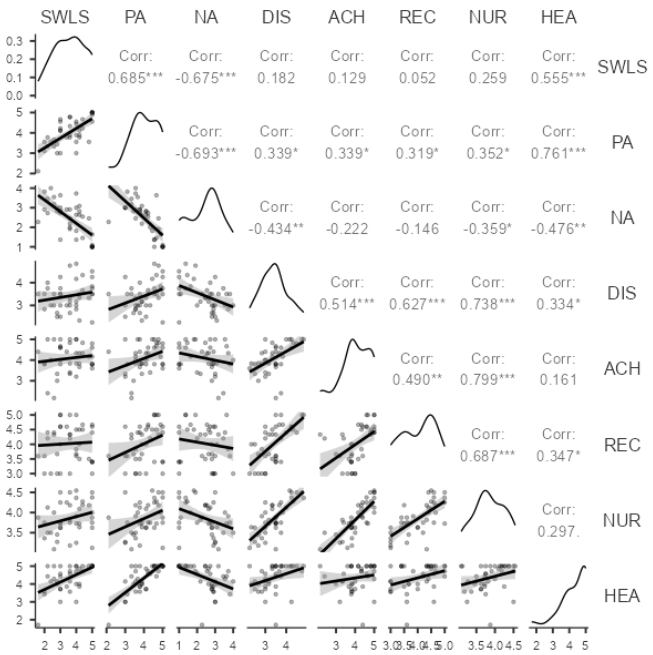


**Figure 4. Correlation Plot Results**

Based on the results of the Pearson correlation test between the five dimensions of PSE (Discipline, Achievement, Recreation, Nurturance, Health) and the three SWB indicators Satisfaction with Life Scale (SWLS), Positive Affect (PA), Negative Affect (NA), it was found that all dimensions of PSE showed a very significant positive correlation with Satisfaction with Life Scale (SWLS) and Positive Affect (PA), and a very significant negative correlation with Negative Affect (NA). This indicates that increasing parental confidence in their abilities in the five aspects of parenting is related to increasing life satisfaction and positive affect, as well as decreasing negative affect.

In the Discipline dimension (DIS), a highly significant positive correlation was found with SWLS ($r = .653$, $p < .001$) and PA ($r = .772$, $p < .001$), as well as a highly significant negative correlation with NA ($r = –.782$, $p < .001$). These findings indicate that the stronger the parents' belief in setting limits and rules, the higher the subjective well-being in the form of life satisfaction and positive affect, and the lower the negative affect experienced.

The Achievement dimension (ACH) also showed a highly significant positive correlation with SWLS ($r = .636$, $p < .001$) and PA ($r = .842$, $p < .001$), and a highly significant negative correlation with NA ($r = –.592$, $p < .001$). This means that belief in the ability to achieve parenting goals contributes significantly to increased life satisfaction and positive affective experiences, while reducing negative affect.

In the Recreation aspect (REC) there is a significant positive correlation with SWLS ($r = .488$, $p < .01$) and very significant in PA ($r = .768$, $p < .001$), as well as a very significant negative correlation with NA ($r = –.602$, $p < .001$). This confirms the role of playing and recreational activities with children in improving parents' subjective well-being and reducing the intensity of negative feelings. The Nurturance (NUR) dimension showed a highly significant positive correlation with SWLS ($r = .503$, $p < .001$) and PA ($r = .818$, $p < .001$), and a highly significant negative correlation with NA ($r = –.510$, $p < .001$). Providing affection and emotional support was shown to be closely related to increased life satisfaction and positive affect, and decreased negative emotions.

Finally, in the health dimension (HEA), a highly significant positive correlation was found with SWLS ($r = .555$, $p < .001$) and PA ($r = .761$, $p < .001$), as well as a highly significant negative correlation with NA ($r = –.476$, $p < .01$). Concern for children's health was also shown to significantly increase parents' subjective well-being and reduce negative affect. Overall, these findings confirm the importance of PSE in all five dimensions in predicting parents' SWB where the higher the PSE, the more positive the affective experience and life satisfaction, and the lower the intensity of negative affect.

This study found a strong, positive association between mothers' parenting self-efficacy (PSE) and their subjective well-being (SWB), consistent with prior literature. In line with Coleman & Karraker's (2000) conceptualization of PSE, we assessed five parenting domains (Achievement, Recreation, Discipline, Nurturance, and Health) and found that higher PSE across all domains was linked to greater life satisfaction and positive affect, and to less negative affect. These results echo with Hasanah et al. (2019), who similarly reported a significant positive correlation between PSE and SWB in mothers of children with special needs. Pearson analysis shows that the five dimensions of PSE have a significant positive relationship ($p <0.01$). with life satisfaction and positive affect, and a significant negative relationship with negative

affect ($p < 0.01$). This means that the higher the level of maternal PSE, the higher the level of SWB in mothers who have children with special needs.

The correlation results between the discipline dimension (DIS) and SWLS ($r = .653$, $p < .001$) is a very significant positive correlation. This means that mothers who have a high level of discipline in the sense of being able to set clear boundaries and rules tend to have a higher level of life satisfaction. This reflects that healthy structure and control in parenting provide a sense of achievement, emotional stability, and clearer life goals for mothers. From this, it can be interpreted that discipline provides control in parenting, which makes mothers feel more effective and focused, thus increasing the perception that their lives are meaningful and satisfying. Life satisfaction is not only about results, but also arises from a sense of being able to carry out the role of a mother optimally.

The correlation results between the DIS and PA dimensions ($r = .772$, $p < .001$) showed a very strong and significant positive correlation. This means that high discipline in parenting patterns is closely related to high levels of positive affect, such as feelings of happiness, enthusiasm, and enthusiasm in living life as a mother. It can be interpreted that discipline creates a more orderly, less conflicted, and more predictive family environment, which in turn reduces daily stress. Thus, mothers find it easier to experience positive emotions because they feel empowered, appreciated, and successful in managing their families.

The correlation results between the DIS and NA dimensions ($r = –.782$, $p < .001$) showed a very strong and significant negative correlation. This means that the higher the discipline applied in a healthy way, the lower the level of negative affect felt by the mother, such as anxiety, frustration, sadness, or anger. This means that when the boundaries and structures in parenting are clear, mothers do not need to get angry, feel guilty, or overwhelmed often. This reduces the emotional burden in everyday life, making them more affectively stable. In fact, irregularity and ambiguity in parenting actually trigger conflict and stress, which ultimately give rise to negative affect.

From the relationship of PSE on the discipline aspect with all aspects of SWB, it can be concluded that the discipline dimension in parenting plays an important role in improving the subjective well-being of mothers, both in the form of life satisfaction (SWLS), positive affect (PA), and in suppressing negative affect (NA). Discipline here does not mean rigidity or authoritarianism, but rather the mother's ability to set rules consistently, lovingly, and responsibly which will later correlate strongly with their emotional balance and psychological satisfaction.

The correlation results between the achievement dimensions (ACH) and SWLS ($r = .636$, $p < .001$) showed a very significant positive correlation. This means that mothers who believe they are able to achieve parenting goals tend to have a high level of life satisfaction. This means that achievement in the context of parenting provides a

feeling of success, meaning, and productivity. This means that when mothers see that their values, hopes, or goals in parenting are achieved, it strengthens their positive evaluation of their life as a whole. This is in line with self-determination theory, which states that feelings of competence and empowerment are the keys to life satisfaction.

The correlation results between the ACH and PA dimensions ($r = .842$, $p < .001$) showed a very strong and significant positive correlation. This means that the belief that mothers are able to overcome parenting challenges and achieve the expected results is closely related to the level of positive affect (feelings of happiness, pride, satisfaction). When someone feels successful and confident in carrying out their role as a mother, strong positive emotions will emerge. These include gratitude, pride, enthusiasm, and high motivation to continue the role of parenting. This is evidence that the high correlation shows that personal achievement in the role of mother is the main source of positive affect.

The correlation results between the ACH and NA dimensions ($r = -.592$, $p < .001$) showed a very significant negative correlation, meaning that the higher the feeling of success in achieving parenting goals, the lower the experience of negative affect, such as stress, frustration, and guilt. It can be interpreted that mothers who feel helpless or fail to educate their children tend to experience negative emotions, such as anxiety, disappointment, or guilt. Conversely, when mothers feel that their achievements in accompanying their children are measurable and meaningful, their emotional stress and negative affect are significantly reduced. This indicates that the sense of achievement in parenting also functions as an emotional buffer against stress.

From the relationship of PSE on the DIS aspect with all aspects of SWB, it can be concluded that the Achievement dimension (ACH), namely the mother's belief that they are able to fulfill and achieve parenting goals, significantly contributes to subjective well-being, increasing life satisfaction (SWLS) and positive affect (PA), and reducing negative affect (NA). This shows that feelings of success in the role of parenting are not only important for the child, but also important for the mental health and psychological well-being of the mother herself.

The correlation results between the recreation dimension (REC) and SWLS ($r = .488$, $p < .01$) showed a significant positive correlation. This means that recreational activities with children such as playing, walking together, or doing leisure activities are positively related to maternal life satisfaction. It can be interpreted that recreation provides quality time between mother and child. This not only strengthens emotional relationships, but also builds positive moments that strengthen the evaluation of overall quality of life. Although the correlation is not as strong as in the achievement or discipline dimensions, these results still show that leisure and fun activities have an important contribution to the perception of maternal happiness.

The correlation results between REC and PA dimensions ($r = .768$, $p < .001$) shows a very significant and strong positive correlation. This means that the more often mothers are involved in recreational activities with their children, the higher their experience of positive emotions such as happiness, relaxation, satisfaction, and enthusiasm. This can be interpreted those positive interactions in a pleasant atmosphere can activate positive affect directly. In the context of parenting, play moments help mothers release daily burdens and pressures, and strengthen emotional bonds with their children. This finding strengthens the view that happiness in parenting does not only come from the end result (such as children's achievements), but also from the enjoyable daily process.

The correlation results between the REC and NA dimensions ($r = –.602$, $p < .001$) showed a very significant negative correlation. This means that involvement in recreation with children is also related to a decrease in negative emotions such as stress, frustration, and emotional exhaustion in mothers. This can be interpreted that recreation functions as a natural emotion regulator. When mothers feel warmly and relaxedly connected to their children, emotional tension is reduced, even without special intervention. This is very important in the context of parental burnout, because fun activities with children can be a form of psychological protection from exhaustion due to caregiving.

From the relationship of PSE on the discipline aspect with all aspects of SWB, it can be concluded that the Recreation dimension (REC) has been proven to contribute positively in shaping the subjective well-being of mothers, by increasing positive affect, decreasing negative affect, and encouraging life satisfaction. This shows that simple activities such as playing with children, taking a walk, or enjoying free time, have a real psychological impact on mothers, especially in building warm relationships and stable emotions.

The correlation results between the parenting dimensions (NUR) and SWLS ($r = .503$, $p < .001$) showed a very significant positive correlation. This means that mothers who provide affection and emotional support consistently to their children tend to have higher levels of life satisfaction. This can be interpreted as giving affection not only benefits the child, but also builds a sense of meaning and satisfaction in the mother. When mothers see their children growing up in a loving environment and responding positively to the attention, a sense of success, worth, and wholeness arises as individuals and caregivers, so this finding shows that warm emotional relationships are an important source of positive evaluation of life.

The correlation results between the NUR and PA dimensions ($r = .818$, $p < .001$) show a very strong and significant positive correlation. This means that providing emotional support in parenting is very strongly correlated with positive affect, namely feelings of happiness, warmth, being loved, and optimism. This can be interpreted that giving love actually activates feelings of happiness emotionally and

physiologically. This process strengthens the pleasant reciprocal bond between mother and child. This finding indicates that positive affect does not only arise from the results of parenting, but from the process of affection itself. Sharing hugs, listening to children, hugging them when they are sad all provide direct positive emotions for mothers.

The correlation results between the NUR and NA dimensions ($r = -.510$, $p < .001$) showed a very significant negative correlation. This means that the greater the affection and emotional attention given by mothers to their children, the lower the negative affects they feel, such as anger, frustration, and stress. It can be interpreted that when the emotional relationship with the child is warm and responsive, the source of conflict, resistance, or difficult behavior of the child decreases. This reduces the emotional and psychological burden in the mother's daily life. In other words, nurturance functions as an emotional protector, helping mothers face parenting challenges with more patience and stability.

From the relationship between PSE on the discipline aspect and all aspects of SWB, it can be concluded that the Nurturance (NUR) dimension plays a major role in improving mothers' subjective well-being through increasing life satisfaction (SWLS), high positive affect (PA), and decreasing negative affect (NA). This means that giving affection not only strengthens the mother-child relationship, but also becomes a source of happiness and inner peace for the mother herself. This confirms that positive emotions in parenting are two-way, not just one-way from mother to child.

The correlation results between the health dimension (HEA) and SWLS ($r = .555$, $p < .001$) showed a very significant positive correlation. This means that mothers who care about their children's health, both physically, nutritionally, and medically, tend to have higher life satisfaction. It can be interpreted that children's health is one of the main indicators of successful parenting for many mothers. When the child is healthy, the mother feels that her efforts have been successful, feels calmer, and is not overly worried about the child's future. This greatly contributes to a positive evaluation of life, especially in terms of the role and function of a mother.

The correlation results between the HEA and PA dimensions ($r = .761$, $p < .001$) show a very strong and significant positive correlation. This means that concern for children's health is closely related to a high level of positive affect in the mother's life, such as gratitude, happiness, and relief. When children are healthy, active, and fit, mothers will feel safe, satisfied, and proud. This condition gives rise to many positive moments in everyday life, such as being able to play together, travel, or do routines without medical worries. In other words, children's health is a very strong source of emotional happiness for mothers.

The correlation results between the HEA and NA dimensions ($r = -.476$, $p < .01$) showed a very significant negative correlation. This means that the higher the

attention to the child's health, the lower the negative affect felt by the mother, such as anxiety, mental fatigue, or stress. It can be interpreted that the child's health is often a major source of concern. If the child is often sick or the mother does not feel confident in her health efforts, this can trigger consistent and tiring negative emotions. Conversely, when the mother feels able to maintain and control the child's health condition, mental stress is significantly reduced.

From the relationship of PSE on the discipline aspect with all aspects of SWB, it can be concluded that the Health Dimension (HEA) has a significant influence on the subjective well-being of mothers, both in increasing life satisfaction (SWLS), strengthening positive affect (PA), and reducing negative affect (NA). This means that concern for children's health is not only for the good of the child, but also contributes significantly to the emotional stability and happiness of the mother. This means that the role of health-conscious parenting is also a form of emotional self-care for mothers.

PSE plays a central role in building a mother with ADHD's self-confidence in her ability to educate her child. PSE reflects a mother's belief that she is capable of caring for a child with ADHD, such as saying, "I can handle this." Over time and through the experience and understanding accumulated in caring for a child with ADHD, a mother will increasingly understand the special characteristics of her child which will ultimately shape her competence. With the formation of this competence, the mother's self-confidence in caring for a child with ADHD will appear stronger.

Research conducted by (Yeesunsri et al., 2021) found that the group of parents who underwent treatment or intervention in the form of training experienced a significant increase in PSE and parenting skills when compared to the control group. These findings indicate that the intervention was successful in increasing parents' confidence in managing their children's behavior, so that the development of children's social skills increased while problematic behavior decreased. (Yeesunsri et al., 2021) also explained that parents who underwent the intervention reported higher levels of PSE, indicating that they felt more able to overcome challenges and manage their children's behavior more effectively after receiving the intervention (Flaisch et al., 2016). In practice, workshops that teach consistent discipline strategies, goal-setting, play techniques, and child-health management may not only improve parenting skills but also elevate mothers' life satisfaction. Fostering parental beliefs of competence and providing resources to maintain warm, structured parenting could thus yield double benefits, better child outcomes and happier-resilient mothers.

Confidence in a mother's ability to care for a child with ADHD has a positive impact on her overall role (Chronis-Tuscano et al., 2008; Wiener et al., 2015). This not only affects the mother's emotions to be more positive, but also increases the ability to think creatively and expands the choice of solutions available to the mother in facing everyday challenges. The presence of a strong PSE also plays a role in increasing a

mother's SWB, where the mother feels a higher life satisfaction in carrying out her role as a mother of a child with ADHD.

## D. Conclusion

Based on the results of the research and discussion conducted, it can be concluded that there is a significant positive relationship between Parenting Self-Efficacy (PSE) and Subjective Well-Being (SWB) in mothers who have children with ADHD. This finding indicates that the level of Self-Efficacy or internal beliefs about parenting competence in carrying out parenting tasks plays an important role in influencing the subjective happiness of mothers, particularly within the unique challenges of raising a child with special needs. This means that high PSE can help mothers maintain high levels of SWB. By illuminating the link between PSE and SWB, our research contributes to the psychological literature on parenthood and adaptive functioning, especially for parents who have children with special needs such as ADHD. Findings also suggests that interventions aimed at strengthening parents' self-efficacy through skills training, peer support, or targeted counseling may have downstream benefits for their overall life satisfaction. The cross-sectional design of this study limits causal inferences, and the relatively small sample size may constrain the generalizability of our results. Future research using longitudinal or experimental designs, and larger, more diverse cohorts, is therefore warranted to confirm these associations and to explore additional factors that may mediate or moderate the PSE-SWB relationship. A deeper understanding of these dynamics can be the basis of development to more effective interventions, approaches, and evidence-based programs in further supporting mothers with children with ADHD.

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